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ABSTRACT

The purpose of the Health Sciences Recruitment and Retention Program at Florida International University is to increase the numbers of qualified Hispanic and black students applying to the health sciences programs and to admit and retain them. Fields of study include dietetics, medical technology, and occupational and physical therapy. The recruitment component includes development and use of a slide/tape presentation and brochures to attract black and Hispanic students. An introductory, lower division summer course is designed to attract Florida International University, community college, and high school junior minority students, and a tracking system with admissions counseling is intended to facilitate the entry of identified students. Retention activities include a summer pre-enrollment program of academic preparation and mentoring, peer counseling and tutoring, writing skill remediation, test-taking skill development, and professional behavior development. Program participants attend the university and use health sciences facilities with other students in their majors. Black enrollment in the programs increased from 9 students in 1986 to 16 in 1988, and Hispanic enrollment went from 62 to 78 in the same period. The overall retention rate was 94%. Some aspects of the program will be enhanced in the 1988-91 funding cycle. (MSE)

ED316127

I. GRANT INFORMATION

A. Grant Number and Title

#: 5 D18 MB01188-03
Title: Health Sciences Recruitment & Retention Program

B. Name of Granted Institution:

Florida International University
School of Health Sciences

C. Name of Primary Program Director:

Susan P. Himburg, Ph.D., R.D.

D. Period covered by this grant:

September 1, 1985 - August 31, 1988

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Office of Educational Research and Improvement
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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

SUMMARY OF TRAINING PROPOSAL

GIVE A BRIEF DESCRIPTION OF TRAINING PROGRAM (Limited to this page).

A. PURPOSE AND PROGRAM CHARACTERISTICS

The purpose of the Health Sciences Recruitment and Retention Program (HSRRP) is to increase the numbers of qualified hispanic and black students applying to the health sciences programs and to admit and retain these students in the programs. The baccalaureate programs in the School of Health Sciences include Dietetics (Coordinated Undergraduate Program), Medical Technology, Occupational Therapy and Physical Therapy which are upper division (junior and senior) level. Methodology: 1) Recruitment component (funded 50% by the University) to include development and utilization of a slide tape presentation and brochures designed to attract hispanic and black students; 2) Lower division summer preliminary education course designed to attract FIU, community college and pre-admission high school junior (PIP, VIP) minority students; 3) Tracking system with admissions counseling to facilitate entry of identified students; 4) Retention activities focused on summer pre-enrollment program (academic preparation and mentor component), peer counseling and tutoring, writing skill remediation, test taking skills (academic and certification/licensing exams) and professional behavior development.

B. TRAINEES

All trainees are hispanics and blacks commuting from South Florida urban communities.
Recruitment: Junior and Senior High Schools with 50% represented ethnicity (2,000 students).
Preliminary Education: Initially 20 increasing to 25-30 students (approximately 1/4 from existing high school junior summer pre-admission program for blacks (PIP) and gifted (VIP), 1/4 FIU lower division, 1/2 community college). Criteria: Hispanic or black with identified interest in health sciences programs.
Retention: Accepted students in health sciences programs. Approximately 13-18 blacks and 26-31 hispanics per year. Criteria: must meet GPA prerequisites and admission procedure requirements.

C. TRAINING FACILITIES

Since 1972 Florida International University has provided upper division and graduate education for the South Florida Community. A lower division was added in 1981 which provided academically qualified students a four year State University. Located West of Miami on 344 acres, the University has grown with the South Florida population. The Health Science Programs utilize three major buildings on campus. Physical and Occupational Therapy housed in Owa Ehan (OE) have separate lab space and individual offices for staff and faculty. PT has private treatment rooms available for use. Dietetics and Medical Technology have offices in Deuxieme Maison (DM) which is the primary academic department center. Laboratories for these programs (bench and food labs) are located in Primera Casa (PC), the largest classroom/administration complex. Students in the target population will attend class and laboratories on this campus with other students in their major. Clinical experiences will be scheduled in any one of 100 different local centers with whom the University has contractual agreements. For purposes of training, only those centers with experienced personnel in providing clinical education will be used.

DETAILED BUDGET FOR FIRST 12 MONTH BUDGET PERIOD

DIRECT COSTS ONLY	GRANT NUMBER	I.D. NUMBER

A. NONTRAINEE EXPENSES

PERSONNEL (Do not list trainees)		TIME OR EFFORT (%/HRS.)	DOLLAR AMOUNT REQUESTEED (Omit Cents)		
NAME	TITLE OF POSITION		SALARY	FRINGE BENEFITS	TOTAL
Susan P. Himburg	Project Co-Director	30%	$ 13,680	$ 3,926	
TBA	Activities Coor.	100%	28,500	8,180	
3 Health Sciences Faculty	Assoc./Asst. Prof.	60%	15,920	4,569	
TBA	Secretary	33%	5,000		
TBA	Peer Tutors		4,000		
SUBTOTALS →			$ 67,100	$ 16,675	$ 83,775

CONSULTANT COSTS

Consultant — $ 1,500

EQUIPMENT (Itemize)

Slide-Tape Player $760
Screen $125

$ 885

SUPPLIES (Itemize by category)

Xeroxing $400
Duplicating $500
Postage $400

$ 1,300

STAFF TRAVEL

Local travel @ 20¢ per mile — $ 1,500

OTHER EXPENSES (Itemize)

Slide-Tape Production $ 503
Reference Books $2,000
Floppy Disks $ 300

$ 2,803

SUBTOTAL OF SECTION A → $ 91,763

B. TRAINEE EXPENSES

TRAINEE COSTS	STIPENDS	Predoctoral — No. requested:	$
		Postdoctoral — No. requested:	$
		Other (Specify) — No. requested:	$
		TOTAL STIPENDS →	$
	TUITION AND FEES		$
		TOTAL TRAINEE COSTS →	$

TRAINEE TRAVEL (Describe)

*FIU is a commuter institution for all South Florida, therefore trainee expenses are disallowed. — $

SUBTOTAL OF SECTION B → $

TOTAL DIRECT COST (Add Subtotals A and B) → $ 91,763

BUDGET ESTIMATES FOR ALL YEARS OF SUPPORT REQUESTED

DIRECT COSTS ONLY

BUDGET CATEGORIES	FIRST PERIOD (Same as Page 3)	ADDITIONAL YEARS OF SUPPORT REQUESTED			
		2nd YEAR	3rd YEAR	4th YEAR	5th YEAR
A. NONTRAINEE EXPENSES					
PERSONNEL *(Salaries and fringe benefits)*	$83,775	$81,457	$58,285	$	$
CONSULTANT COSTS *(Include fee and travel)*	1,500				
EQUIPMENT	885				
SUPPLIES	1,300	1,300	650		
STAFF TRAVEL	1,500	1,500	1,500		
OTHER EXPENSES	2,803	100	100		
SUBTOTAL OF SECTION A	$91,763	$84,357	$60,535	$	$
B. TRAINEE EXPENSES *(See Instructions)*					
TRAINEES COSTS — STIPENDS — PREDOCTORAL	No. / $	No. / $	No. / $	No. / $	No. / $
TRAINEES COSTS — STIPENDS — POSTDOCTORAL	No. / $	No. / $	No. / $	No. / $	No. / $
TRAINEES COSTS — STIPENDS — OTHER	No. / $	No. / $	No. / $	No. / $	No. / $
TRAINEES COSTS — TUITION AND FEES					
TOTAL TRAINEE COSTS					
TRAINEE TRAVEL					
SUBTOTAL OF SECTION B	$	$	$	$	$
TOTAL DIRECT COST EACH YEAR *(Add the subtotals of A and B)*	$91,763	$84,357	$60,535	$	$
TOTAL DIRECT COST FOR ENTIRE PROPOSED PROJECT PERIOD ——————————►					$ 236,655

BUDGET JUSTIFICATION: For *all* years, explain the basis for the budget categories requested, following the application instructions for form page 3.

INDIRECT COST REQUESTED: ☒ YES ☐ NO If "YES," at 8 % rate.

BUDGET (Continued)

Personnel (Continued)

Salaries (Name)		Title	Time		
Susan P. Himburg	(12 mos.)	Project Director	30%		$ 13,680
TBA	(12 mos.)	Activities Coor.	100%		28,500
Barbara Anderson	(9 mos.)	Assoc. Professor	20%		5,360
Awilda Haskins	(9 mos.)	Assoc. Professor	20%		5,460
Susan Kaplan	(9 mos.)	Asst. Professor	20%		5,100
				Salaries Subtotal:	$ 58,100
				Fringe (28.7%):	$ 16,675
Part-Time:					
TBA		Secretary	33%	$ 5,000	
TBA	(800 hrs. @ $5.00/hr.)	Peer Tutors		4,000	
				Subtotal:	$ 9,000
				Total:	$ 83,775

Detailed Justification

Year 1

Personnel - Adequate personnel are necessary to accomplish the numerous activities outlined. Job descriptions are included in the methodology section for all faculty involvement. A full-time activities coordinator is included to work with all programs. Twenty percent release time is required for one faculty member in each department. Dr. Himburg's 30% time includes all 20% for conducting activities in the dietetics program.

Consultant - An expert in the area of minority education will be solicited and brought to the program. Suggested experts included Harley Flack, Dean Allied Health School, Howard University and Harry Douglas, Dean Allied Health, Charles R. Drew Medical School, Los Angeles. Expenses would include $150 daily fee; air fares, hotel, meals and other expenses.

Equipment - An initial cost for the project includes a slide-tape projector. This is necessary in order to conduct recruitment activities on and off campus. No equivalent equipment exists at the University.

Ringmaster 850 (random access recorder/ slide projector/viewer)	$ 760.00
Draper Diplomat portable screen 60" x 60"	125.00
	$ 885.00

Supplies - This included duplication and xeroxing of classroom handouts and materials, grant reports and communication. Postage includes cost to mail some brochures. $1,300.

Staff Travel - The activities coordinator will be making numerous trips to clinical facilities to establish and supervise the mentor program. The University is 13 miles west of Miami, so average round trip is 30-50 miles @ .20/mile = $6.00 - $10.00.
$1,500.

Other Expenses - Recruitment activities center around the use and the development of the slide tape show.

Audio tape - reel-to-reel for mastering	1 @	$3.95	=	3.95
60 min. cassettes (master and 2 copies)	3 @	1.15	=	3.45
Photographic film (5:1)				
EPD 220 Ektachrome daylight professional development -	12 @	4.25	=	51.00
roll of 36 exposures	12 @	7.68	=	92.16
slide duplicates	80 @	.75	=	60.00
Graphics & title slides (lay-out, paste-up, & photo-stat supplies - $2 - $5 each)	20 @	3.00	=	60.00
Slide Carousel trays	2 @	6.00	=	12.00
Music release - needle drop	2 @	60.00	=	120.00
Narrator	4 hours @	25.00	=	100.00
				$ 502.56
				503.00

Books - Each department maintains a student reading room. The special course to be taught as preliminary education and the orientation course taught as part of the retention program will require special texts to be made available to the target students. Examples include: introductory subject area texts, technology update references, use of computers in Health Sciences. These are not texts used in the regular curriculum, but specifically purchased for student use in this program. $2,000.

Floppy Disks - The tracking system will be maintained on micro computers currently available in the School of Health Sciences. Extra disks are needed to create and store data. Additionally, the summer program will involve use of computers and disks will be needed for back-up programs, storing student entered data, etc. $300.

Year 2

Personnel

Susan P. Himburg	(25%)		$ 12,312
Activities Coordinator	(100%)		30,780
Barbara Anderson	(15%)		4,342
Awilda Haskins	(15%)		4,423
Susan Kaplan	(15%)		4,131
		Subtotal:	$ 55,988
		Fringe (28.7%):	16,069

Part-Time:

Secretary	(33%)		5,400
Peer Tutors (800 hrs. @ $5.00/hr.)			4,000
		Total Personnel:	$ 65,388
		Fringe:	16,069
			$ 81,457

The University supports 5% of S. Himburg in addition to 10% of R. Anderson continued from Year 1. Five percent of each faculty will be supported by the University. Salaries reflect 8% raise.

Supplies (unchanged)	1,300
Staff Travel (unchanged)	1,500
Other: Floppy Disks	100

Year 3

Personnel

Salaries

Susan P. Himburg	(25%)		$ 13,297
Activities Coordinator	(50%)		16,621
Barbara Anderson	(10%)		3,126
Awilda Haskins	(10%)		3,184
Susan Kaplan	(10%)		2,974
		Subtotal:	$ 39,202
		Fringe:	11,251

Part-Time

Secretary	(33%)		5,832
Peer Tutors (400 hrs. @ $5.00/hr.)			2,000
		Total Personnel:	$ 47,034
		Fringe:	11,251
			$ 58,285

The University supports 50% of activities corrdinator and 5% of faculty and 1/2 of peer tutor hours will be completed by graduate assistants (salaries reflect 8% raise).

Supplies	
1/2 cost provided by University	$ 650
Travel	1,500
Other	
Floppy Disks	100

INKIND CONTRIBUTION

Florida International University

Personnel	Salary		
Project Co-Director			
Reba L. Anderson (10%)	$ 4,900		
5% Faculty for Recruitment			
Susan P. Himburg (Dietetics - 12 mo.)	2,280		
Barbara Anderson (Med. Tech. - 9 mo.)	1,340		
Susan Kaplan (O.T. - 9 mo.)	1,275		
Awilda Haskins (P.T. - 9 mo.)	1,365		
	$11,160		
Fringe	3,203		
	$14,363	Sub-Total	$14,363
Slide-Tape Production (Educational Media)			
Photographer 40 hrs. @ $7.00	$ 280		
Graphic Artist 20 hrs. @ $7.00	140		
Audio Technician/ 40 hrs. @ $6.00	240		
Programmer			
Media Specialist 40 hrs. @ $12.50	500		
Consultant	$ 1,160		1,160
		Total	$15,523

Brochure

Activities outlined here describe a new brochure/program information guide to be developed for use by all health sciences programs. The cost for preparation, layout and printing will be supported by the University. $ 500

MICRO Computers

The University has provided micro labs for instructional use. These will be utilized in the summer program outlined in this proposal. In addition, two of the departments (Dietetics & O.T.) have micro computers which will be used for establishing student tracking data bases.

Student Services

Student services provided for students participating in this project have been detailed elsewhere, and are listed here as institutional contribution:

Minority Student Services and Retention

Partners in Progress

Vested Interest Program

Writing Lab

Financial Aid

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A. BACKGROUND

Florida International University, the State University serving Southern Florida, opened in Dade County in 1972 to meet the upper level educational needs of the rapidly growing region with university level educational programs supporting an increasingly diversified economy of South Florida. With the health services sector of the Dade County economy exhibiting a growth rate of some 61.1% over the eleven year period from 1970 to 1981, this University focused from its inception on educating health professionals. Today the University has a fully operating lower and upper division plus rapidly developing graduate programs and a student body of 16,000. As an urban university, F.I.U. continues in its commitment to develop educational programs relevant for a major metropolitan area.

Description of the Community

Southeastern Florida is unique in this state because of its ethnic and racial composition (36% hispanic, 13% black, 50% non-hispanic white and 1% other).

The hispanic community consists of two elements. In the early 1960's Cubans fleeing the Castro regime settled in Miami. As a rule, these were professionals and families who were capable of establishing their own financial base. Almost twenty years later, a unique exodus of approximately 125,000 Cubans arrived in Miami. Some were adopted and supported by relatives but large numbers of these immigrants were unskilled laborers with no family in South Florida. These later arrivals have had difficulty becoming economically sufficient.

South Florida's blacks originally settled near and around downtown Miami. Those successful in the job marketplace have lately moved their families to neighborhoods in South Dade County leaving the disadvantaged in poor downtown communities. These inner city black communities have changed in composition due to increasing influx of blacks from the Caribbean and Bahammas.

Implications for Health Care Delivery

The multiracial population in Dade County presents specific problems to the health care community. The language and cultural diversity of health care recipients frequently compound the difficulties in regular health care delivery systems. We have too few therapists, technicians and dietitians with Spanish language proficiency to serve the needs of the hispanic community. A critical undersupply of hispanic professionals in the allied health professions, coupled with an increasing Spanish speaking population in South Florida, indicate this shortage continues to grow.

The black community of Dade county encompasses American blacks, English speaking blacks from the Caribbean Islands, Spanish speaking blacks, and Haitians. This diversity in the population also presents special problems in health care management because of the language and cultural diversity.

We need to have increasing number of minority students graduated from our allied health programs to serve the diverse population in South Florida. More black and hispanic professionals with knowledge of their hispanic cultural community and language compatability with members of that community are required to improve the health care in South Florida.

Implications for Allied Health Programs

The School of Health Sciences is administratively housed in the College of Engineering and Applied Sciences. In the School of Health Sciences, the allied health programs of Dietetics and Nutrition, Occupational Therapy, Physical Therapy and Medical Technology are each fully accredited by their professional accrediting bodies. Each department has been successful in recruiting its full components of students.

The numbers of hispanics and blacks over the last three years has been as follows[1]:

All Health Science Programs	1981-82	1982-83	1983-84	1984-85
Total Enrollment	225	231	236	249
Hispanic	42	43	55	67
Black	18	18	21	16
Other Minority or Nationalities	5	3	9	10

As these data indicate, total numbers of hispanic and black students have increased but some of those admitted are academically marginal and have difficulty completing the program. Problems that the health science programs have faced include:

(1) Continued lack of hispanic and black applicants who meet the entrance requirements (pre-requisites and GPA) of the health programs. This is particularly evident in Physical Therapy which has the highest entrance requirements. Black students rarely apply to the Physical Therapy program.

(2) Difficulty in remaining (retention) in some of the programs once admitted is a problem with the marginally qualified students (Dietetics and Nutrition, Medical Technology and Occupational Therapy). These students meet the entrance requirements, but the heavy academic course load, rigor of courses and time constraints present problems. Additional support services are necessary so these students can remain in their program and maintain an adequate GPA for retention.

[1]Individual data by program can be found in Support Data Section.

(3) Some hispanic and black students do not possess requisite social interaction and behavioral skills to successfully assume an appropriate professional role in the clinical setting. Consequently, some of these students must repeat clinical placements extending the length and cost of their education.

(4) Upon graduation, a few students fail to pass the national certification or state licensing examinations. Over the last five years ten hispanic and black students across all programs were unsuccessful on their first sitting. To date 4 have still not passed the exams.

Lacking Qualifications

Applicants or potential applicants not qualified for acceptance:

	1982	1983	1984
Hispanic	12	24	30
Black	6	6	7

Description of Allied Health Programs

The Coordinated Undergraduate Program (CUP) in Dietetics offers a Bachelor of Science in General Dietetics and has a capped enrollment of 15-17 students. Graduates of the program take a national registration examination. The Department of Dietetics and Nutrition was the recipient of an Allied Health Profession Special Project Grant, 1976-1981, which focused on the articulation of the University and community college programs. A major component of that program was to use advisement and remedial resources to aid the educationally deprived student. As a result of those funds, recruitment and retention of minority students was increased by 10%.

The Occupational Therapy Department has a capped enrollment of 40 students per year, each entering class begins a lock-step sequence of courses, fall semester, junior year. The program consists of two years of academic coursework followed by six months of clinical internship. Upon completion of the program students take a national certificaton examination. The Department of Occupational Therapy was recipient of a Rehabilitation Service Adminstration Long-Term Training Grant, 1980-1982, to provide tuition and stipend for minority students. The Department has again received a RSA Long-Term Training Grant, 1984-1987 which will provide tuition and stipends for primarily minority students. It is anticipated that this grant will assist the Department in increasing enrollment and retention.

The Physical Therapy Department has a capped enrollment of 28 students per year, each class entering the lock-step curriculum fall semester. The upper-division program consists of two years of academic coursework followed by three months of clinical internship. The graduates are awarded the degree of Bachelor of Science in Physical Therapy and are then eligible to take the state licensing examinations.

The Medical Laboratory Science Department offers a Bachelor of Science degree in Medical Technology and has a capped enrollment of 24 students. The program consists of two years of intensive didactic and laboratory training in all areas of the medical laboratory followed by one semester of internship at one of five local affiliate hospitals. Upon graduation, students are eligible to sit for both national and state certification examinations.

Existing Institutional Programs

Recruitment and Preliminary Education

Partners in Progress (PIP) is a cooperative program between Florida International University and Dade County School Board to identify promising black high school students and provide them a systematic program of skill development. Approximately 100 junior and senior high school students have participated in the program since 1982. In the initial 6 week summer session, beginning junior year students study English and mathematics, including creative writing, oral language development, computer operation, analytical thinking, and critical and purposeful reading skills. During the second summer experience these same students who now are entering high school seniors can be eligible to take six college credits. (A 3 credit course is included in this proposal under preliminary education for interested students in this program.)

Another program at the University designed to entice more local students in attending F.I.U. is the Vested Interest Program. Outstanding post-junior level students from Dade and Broward (Ft. Lauderdale) counties are recruited. Each high school identifies one student and an alternate to participate. Students enroll in six college credits which include a three (3) credit research and report writing course "Modes of Inquiry." It is anticipated that hispanic and black students recruited by this program will be counseled as to the availability of a health careers/health awareness courses offered as a result of this grant proposal.

The University continues to obtain the majority of students from local community colleges. Miami Dade Community College has four major campuses including one for medically related studies. A "2 plus 2" program for facilitating transfer has been established. Active recruitment for the health sciences programs receives only minimal attention by existing advising and admissions offices. Health science faculty have been actively involved, and will participate fully in this proposed program.

Retention

The University has an on-going commitment to education of minority and disadvantaged students. The University's Minority Student Services and Retention Program is funded in part by a grant from the Board of Regents' Office of Equalizing Educational Opportunity in public higher education in Florida. This grant seeks to serve the needs primarily of black students and offers an early alert program of academic enrichment, for students admitted

under the Board of Regents 10% waiver policy for graduate applicants and school of education upper division applicants, or 20% waiver policy for freshman applicants; the academic alert program is designed to help identify the source of problems causing grade decline and a grade point average and transcript interpretation service designed to increase GPA; free tutoring primarily in the areas of mathematics, English and sciences; and study skills enrichment and testing service to identify specific academic problem areas and/or interests. While these services serve the needs of black students, primarily in the Lower Division Curriculum, they do not provide the specific academic assistance required for minority or economically disadvantaged students in programs in the health sciences.

Rationale for Proposed Activities

The purpose of the proposed program is to increase the numbers of qualified hispanic and black students applying for the health sciences programs and to admit and retain these students in the programs.

The recruitment activities are vital to initiate a stronger trend of admittance of hispanic and black students in to the health sciences programs. The university is also committed to this purpose and will fund 50% of the activities outlined in the recruitment section through release time of faculty to recruit and support personnel in developing the slide-tape presentation. Junior and senior high students lack information as to viable health careers. As more academically qualified students consider a career in dietetics, occupational therapy, physical therapy and medical technology the applicant pool to these programs will increase. Students often require encouragement while completing pre-requisites. A new course is proposed - Science and Health: Technology for the 21st Century which will provide them some hands-on experience in the various health science fields. Contact with department faculty in this phase of pre-admission is crucial, therefore advisement on admission application procedures and necessary standardized tests is included. Target students will be hispanics and blacks from lower division, sophomores from Miami-Dade Community College and any interested PIP and VIP preadmission students.

Finally, the academic rigor of the health science programs is often more intense than students have experienced in their freshman and sophomore years of college. An early preparedness course will be included prior to beginning fall classes in order to introduce the students to the campus, their program and improve their study skills. This will also include a mentor component.

The purpose of the "mentor" program is to provide students a professional role model and an opportunity to see first hand the benefits of completing a professional curriculum. As far as possible, students from the target population will be assigned to a mentor of the same sex, race and/or ethnic groups to enhance the aspect of role model. The short-termed clinical experience will increase student commitment to their proposed major. Furthermore, the mentor will serve as a resource person, a professional they can contact who will provide an avenue for access to clinical environments. Our experience with minority students shows that clinical exposure, practicum experiences early on, increase students commitment to their field for they can see and share the experience of working as an allied health professional.

Retention activities address both academic and clinical components of the programs. Tutoring for academics will provide necessary assistance. Improving language and writing skills increases academic performance. Cooperation with the existing writing lab at the university is proposed which will help to identify students needing their assistance.

The Seminar on Professional Behavior in Clinical Environments is designed to acquaint disadvantaged students with proper behavior patterns of professionals in health care systems. Experience with students from low socio-economic black or hispanic neighborhoods in Miami has shown that these students need to be instructed more carefully in professional behavior as they have not had the opportunity to learn role models within the family or neighborhood. Too frequently these students wait for supervisors to tell them what to do instead of appropriately initiating and assuming responsibilities for their behavior. With proper guidance students can avoid being viewed as lazy or disinterested because of lack of knowledge of appropriate behavior and hence improve their clinical performance.

Specific instruction in test taking skills will be provided to improve students' performance on examinations while in school but also help assure passage of national certification examinations. Practice on sample "practice tests" will help allay anxieties over licensing/credentialing examinations. Many students from disadvantages backgrounds do not have good tests taking skills which penalizes them academically. We intend to reduce this barrier to achievement through specific instruction.

In summary, the proposed program aims at increasing enrollment as well as improving academic performance of hispanic and black students in the health sciences programs.

B. PROPOSED TRAINING:

1. OBJECTIVES: See Project Summary Implementation Plan on the next page for complete description overview.

a. To double the number of qualified hispanic and black applicants to the health sciences programs by 1988.

(The number of qualified applicants in 1984 was 42 students. All qualified applicants were accepted. The goal is to double the applicant pool in order to increase enrollment.)

b. To facilitate the entry of * students into the programs of Occupational Therapy, Physical Therapy, Medical Technology and Dietetics.

*(The student numbers as follows: 20 in 1985; 25 in 1986; 30 in 1987.

c. To provide retention services to marginally admitted students in order to obtain 100% retention by 1988. (Services provided to approximately 40 students per year.)

c.1 Hispanic and black students will obtain a score of 80% on a comprehensive writing exam.
c.2 Hispanic and black students will obtain passing grades in clinical internship experiences.
c.3 Hispanic and black students will score 80% proficiency on practice licensing/certification exams.

2. METHODOLOGY

a. Description of Activities (for sequence and time frame see project summary)

Recruitment

The Health Sciences faculty working on this project (S. Himburg, B. Anderson, A. Haskins, S. Kaplan) will devote 5% of their university time to recruitment activities with the assistance of the grant coordinator.

During the fall of 1985, a slide tape presentation will be designed and completed. This will be an integral part of the recruitment efforts. Faculty will utilize the slide tape presentation with local secondary schools, community colleges and FIU lower Division students.

In addition, the university will fund a new joint brochure /program guide for the health sciences programs. This will be translated into an abbreviated Spanish version.

PROJECT SUMMARY
Implementation Plan

Purpose: To identify and select hispanic and black students for education into one of the health sciences programs (recruitment).*

OBJECTIVES	ACTION PLAN 1985-88	EVALUATION
1.* To double the number of qualified hispanic and black applicants to the health sciences programs by 1988. (In 1984 there were 42 qualified and accepted applicants.)	Develop a slide tape recruitment presentation appropriate for secondary school students/college freshman to acquaint them with allied health professions and health sciences programs at F.I.U. Slides will depict hispanic and black practitioners in local health care facilities and hispanic and black students from F I.U. 1.1 Prepare script and determine slide needs (Sept-Nov. 1985) 1.2 Take photographs (Oct-Jan 85-86) 1.3 Assemble, syncronize and edit presentation (Jan-Feb 1986) Utilize recruitment presentation in introducing potential hispanic and black applicants to the health sciences programs. 1.4 Work collaboratively with Office of Articulation to schedule recruitment visits to MDCC campuses serving hispanic and black students (March-May, 1986) (Fall and Spring, 1986-88. 1.5 Coordinate recruitment presentations with local high schools serving the hispanic and black population (March-May, 1986) (Fall and Spring, 1986-88). Design and prepare recruitment brochures in English and Spanish for the health science programs. Target audience for the brochure are hispanic and black high school or college freshmen students (to supplement currently existing program brochures) 1.6 Prepare copy (Sept-Oct, 85)	1.1.1 Number of hispanic and black students applying to health science programs. a. number of students contacted b. number of students contacted who became participants in preliminary education course.

*These activities will be funded 50% by HCOP funds, 50% Inkind. All activities are described here since they are a part of the proposed program.

Recruitment (Continued)

OBJECTIVES	ACTION PLAN 1985-88	EVALUATION
	1.7 Paste-up copy photo ready and reproduce (Dec-Jan 85-86) 1.8 Distribute to identified hispanic and black potential students (1986-88) Coordinate and initiate recruitment activities with identified hispanic and black students entering F.I.U. through the VIP, PIP program and lower division (each year) 1.9 Show slide/tape presentation (summers) 1.10 Disseminate brochures 1.11 Advertise preliminary education course (Science and Health: Technology for the 21st Century).	

Purpose: To prepare hispanic and black students to complete the regular course of education in a health science program (preliminary education). To assist students in applying to the health sciences programs (facilitate entry).

OBJECTIVES	ACTION PLAN 1985-88	EVALUATION
2. To facilitate the entry of * students into the programs of Occupational Therapy, Physical Therapy, Dietetics and Nutrition and Medical Technology. * (1985 - 20 students) (1986 - 25 students) (1987 - 30 students)	Introduce new course for hispanic and black students from PIP, VIP, lower division and community colleges which will create interest in health science careers and identify avenues for students to enter FIU programs.	
	2.1 Submit course to university curriculum committee (Fall 1985)	2.1.1 Detailed records of tracking students in preliminary education course showing number applying and acceptance into health science programs.
	2.2 Dispense information to PIP, VIP, lower division and community college advisors as to availability of program. (Fall-Spring)	
	2.3 Plan course and contact clinical station supervisors for field work experience (Spring).	2.1.2 Number of students participating and hours participating by activity.
	2.4 Develop tracking mechanism of students.	
	2.5 Implement course (Summer B term 86,87,88) Course title: Science and Health: Technology for the 21st century.	2.5.1 Student evaluations of course.
	a) Hands-on experience in each health science area emphasizing current and future high-technology (computers, electronics).	
	b) Contact with professional hispanic and black role models.	
	c) Accurate advising materials as to pre-requisites of each program.	
	d) Current issues in personal health (use of vitamins and mineral supplements, physical fitness).	
	2.6 Revise course based on student evaluations and faculty input.	

Preliminary Education (Continued)

OBJECTIVES	ACTION PLAN 1985-88	EVALUATION
	Assist hispanic and black students in preparing their applications to the health sciences programs. (Fall)	
	2.7 Provide individual and small group counseling to students in important areas to complete on the applications.	2.7 Number of students counseled in application process. Tracking of those receiving help to determine admissions status.
	2.8 Critique draft copies including letters of application. (Dec-Jan)	
	2.9 Verify submittal to the programs and track acceptances. (Spring)	
	2.10 Provide testing information and scheduling for Allied Health Profession Test (AHPT) for the Physical Therapy candidates.	

Purpose: To help hispanic and black student who have been accepted in a health science program complete their education (retention).

OBJECTIVES	ACTION PLAN 1985-88	EVALUATION
3. To provide retention services to marginally admitted students in order to obtain 100% retention.	Bring fully admitted students to campus in first summer session. To include an early orientation to their health science major to acquaint them with the University, their academic program, its students and faculty. (3 days) Introduction to test taking skills, study skills, subject matter content (10 hrs/wk/6 wks). Match each student with a practicing mentor who can serve as a professional role model. (1 day per week/4 weeks).	3. Retention figures of hispanic and black students 1986, 87 and 88. Monitor GPA's of participating students.
	3.1 Make plans for Orientation (Jan.-Feb.) and develop evaluation instrument.	
	3.2 Identify professional mentors to be matched with students (April).	3.2.1 Successfully completed objectives of mentor program.
	3.3 First summer semester early orientation to tour facilities, introduction of faculty and students and description of program characteristics (May).	
	3.4 Meet Big Sister/Brother (May).	3.4.1 Feedback on experience from students, Big Sister/Brother, and faculty.
	3.5 Subject matter content, study skills and test taking awareness component implemented first summer session. (May-June) (10 hrs/wk-6 wks).	
	3.6 Assign and schedule students experience with mentor (June) (1 day per week/4 weeks)	3.6.1 Number of students continuing with career objective.
	Implement a peer tutoring program for identified students.	
	3.7 Identify peer tutors and individuals requiring assistance (during first 4 weeks of each semester at student request)	

Retention (Continued)

OBJECTIVES	ACTION PLAN 1985-88	EVALUATION
	3.8 Match student need with tutor and engage in tutoring (throughout semester).	3.8.1 Students and tutors to meet with academic advisor at midterm to discuss progress.
		3.8.2 Formal evaluation at term end by student and tutor as to strengths and weaknesses of tutoring program.
		3.8.3 Determine numbers of students utilizing tutor program and number of hours tutored. Report grades in classes.
(Sub-Objectives)		
3a. Hispanic and black students will obtain a score of 80% on a comprehensive writing exam.	Identify students with writing skill problems and remediate.	3a.1.1 Student performance at 80% on writing evaluation post-test.
	3a.1 Currently enrolled students evaluated and advised of additional necessary coursework (Sept-Nov 1985)	
	3a.2 "Writing Course" to be identified and developed (Jan-March 1986)	
	3a.3 Writing course implemented in junior year for newly admitted students. Students advised of necessary coursework (Summer-Fall 1985,86)	

Retention (Continued)

OBJECTIVES	ACTION PLAN 1985-88	EVALUATION
3b. Hispanic and black students will obtain passing grades in clinical internship (fieldwork) experiences.	Conduct interdisciplinary seminar for students on professional behavior in clinical environments.	
	3b.1 Plan and conduct seminar prior to clinical assignments (Fall term).	3b.1.1 Ability to define specific behaviors at the end of the seminar and through self-evaluation in clinical assignments.
	3b.2 Familiarize students with evaluation tool for measuring professional behavior (Fall term).	3b.2.2 Number of students successful in passing internships.
3c. Hispanic and black students will score 80% proficiency on practice licensing/certification exams.	Provide instruction on taking multiple choice tests and training in taking comprehensive tests for licensing or certification.	
	3c.1 Refer students to development & Retention Services (Nov-Dec).	3c.1.1 Number of students with improved performance on practice tests and successful completion of comprehensive exam.
	3c.2 Develop or revise comprehensive exams (Sept-Dec)	3c.2.2 Evaluation on examination based on multiple choice item analysis.
	3c.3 Review sessions for comprehensive exam (Dec-Jan).	
	3c.4 Administer exams, readminister until 80% proficiency is reached (Feb-April, seniors)	

Preliminary Education and Facilitating Entry

The core of the preliminary education will be a new course entitled "Science and Health: Technology for the 21st Century." This course will be taught second summer session (B term, mid-June to early August, 7 weeks). The purpose of the course is to introduce students to the health sciences as stimulating and exciting professions. The course will be three semester hours credit at the 1000 (freshman) level.

The course will include hands-on experience with computer software related to the health areas. The University has a new micro-computer lab which can be scheduled for the use with this course. Students will spend 1/2 day with a variety of health professionals to obtain an overview of the types of jobs available in the field.

Introductory tests in each health science area will be utilized to acquaint students with the subject matter. And, finally a very important part of the course will be accurate advisement information to inform students of courses required as prerequisites.

Following this course, students will be tracked and assisted (facilitate entry) with the application procedures of the programs. Those students interested in Physical Therapy will receive additional counseling regarding the Allied Health Professions Test.

This will be accomplished by phone and personal appointments. Students will receive follow-up evaluations of the procedures. Their applications to the programs will receive critical assistance and returned for corrections.

Retention

1. Early Orientation (First summer session, A-Term, May-mid-June, 7 weeks)

   This new program will provide necessary information in relation to time and cost requirements, tours of facilities, faculty introductions and descriptions of unique program characteristics. Newly admitted students will be introduced to a big brother/big sister, a student already enrolled in the course of study who can serve as a linkage for newly admitted students to the program. (3 days)

   A 5-day (consecutive or 1-day per week) clinical orientation will be scheduled for students in the target population. Students will be matched with a professional practicing in the community who will serve as their "mentor". Minority students will be matched with role models of their own racial/ethnic background whenever possible. Each health program has identified at least five community professionals to assume this responsibility.

This mentor program will provide motivational forces for the students to feel positive about their ability to succeed. "Hands-on" and observational experiences will help the student to complete the following objectives:

(a) Describe the role of the dietitian, medical technologist, occupational therapist or physical therapist in the specific setting.
(b) Discuss the characteristics of the allied health professional which make them successful/effective in their position.

An intensive ten hours per week (6 weeks) component of the early orientation will include introduction to specific subject matter content to prepare students for the fall term. This will be specific per discipline. Joint sessions with students from all health programs will cover study skills as well as be tested for the writing lab component of the retention program

2. To implement a peer tutoring program for identified students.

A major component of this project includes opportunities for one-on-one or small group tutoring. Ideally the tutors will be selected from students in each class (junior and/or senior) who are concurrently enrolled with the target population. It is felt that students attending the same classes will have more information concerning the current lecture material than more advanced level tutors. Whenever possible these tutors will be from minority ethnic background. However, the primary qualification of tutors will be their scholastic ability and communication skills to transmit this knowledge.

3. To identify students with writing skill problems.

Students in the health programs will be tested by the univeristy Writing Skills Lab to evaluate writing skills. Students from the target population with identified weaknesses will participate in the writing lab program of remediation. The Writing Lab provides tutorial services to assist students in completing written assignments. Where appropriate a "writing course" will be identified in each curriculum where bi-weekly written assignments will be made. Students will have all assignments reviewed by the writing lab prior to submittion.

4. To conduct an interdisciplinary seminar on Professional Behavior in Clinical Environments.

Professional behavior needs to be clearly identified and reinforced in order for students in the target population

to be successful in clinical practice. An interdisciplinary seminar will be planned and implemented by all participating health programs. Upon completion of this seminar, the students will be able to:

(a) Identify mechanism to cope with his/her own emotional reactions when the behavior of the patient with whom he/she is working becomes frightening, embarrassing, boring, frustrating or otherwise upsetting.
(b) Identify appropriate professional conduct and ethical practice in the clinical setting.
(c) Assume responsibility for his/her own professional growth and development.
(d) Describe procedures and techniques for effective interaction with co-workers and other health care personnel.

5. To provide instruction on taking multiple choice tests and training in taking comprehensive tests for licensing or certification.

Throughout the course of study, test taking skills will be emphasized. Students from the target population who are identified by faculty and/or advisors as having difficulty with multiple choice tests will be referred to Minority and Student Retention Services for their program in test taking. Emphasis will be placed on understanding the wording of exam questions, elimination of distractor answers in multiple choice questions, and timing strategies.

To prepare students to take an allied health comprehensive credential examination "practice tests" for the state/national license or registration examination will be developed. Review sessions for the comprehensive exams will be provided by peer tutors.

b. Personnel - Duties and Responsibilities of Co-Directors, Coordinator and faculty are described below:

Project Co-Directors

1. Responsible for conduct of all grant activities in accord with project goals and objectives.

2. Interview, select and train grant activities coordinator.

3. Supervise grant coordinator.

4. Maintain fiscal responsibility for grant budget.

5. Incorporate progress report written by coordinator into continuation applications.

6. Maintain accountability for follow-through of grant activities as detailed in application proposal.

Grant Activities Coordinator

1. Plan and coordinate outlined methodology.

2. Develop measurement instruments as indicated for evaluation.

3. Utilize evaluation data in planning future activities.

4. Schedule meetings with faculty and co-directors to coordinate activities.

5. Write progress report of grant activities.

6. Assist in writing and compilation of continuation application.

Cooperating Health Sciences Faculty

1. Advise hispanic and black students in respective departments.

2. Develop competency exams as practice exams.

3. Participate in summer orientation course. Plan and provide students with experiences in respective disciplines.

4. Coordinate needs for peer tutoring program in department.

5. Actively recruit students at area secondary schools and community colleges.

6. Participate in all planning meetings as scheduled by grant activities coordinator.

Qualifications of Grant Activities Coordinator

1. M.S. Degree in one of the health sciences or related fields.

2. Certification or licensure in a health science field.

3. Experience (in order of importance)

   a. Practitioner in a health science field

   b. Educator in a health science program

   c. Supervisor of health personnel

4. Preferred background: hispanic or black

Project Co-Directors

Primary co-director of the project is Susan P. Himburg, Ph.D., R.D. Dr. Himburg brings to this project eleven years of experience in dietetic education. Four years were spent as project leader of a Special Projects Grant (DHEW) dealing with articulation of community college and upper division dietetic programs. One component of that grant was identifying resources and student advisement of retention.

Dr. Himburg's research experience has included competency identification and evaluation. She has had experience in test construction and item analysis. She has also been a consultant in program evaluation in nutrition education projects.

Dr. Himburg administers the Coordinated Undergraduate Program (CUP) in the Department of Dietetics and Nutrition and reports directly to the Department Chair, Nancy S. Wellman, Ph.D., R.D. She will also serve as advisor to students in Dietetics in the target population and participate in recruitment activities.

Co-director of this project will be Reba Anderson, Ph.D., OTR, Acting Associate Dean, School of Health Sciences and Chair, Department of Occupational Therapy. Dr. Anderson brings to this project considerable academic experience in occupational therapy education and research and consulting experience in race relations. As Associate Director of a large research project, titled Race and Culture in School and Community, problems of assimulation of disadvantaged students into educational systems became a central concern. Her interests in facilitating movement of minorities into professional educational programs has continued.

Barbara Anderson, M.S., MT (ASCP) SBB, Assistant Professor in the Department of Medical Laboratory Sciences will serve as project coordinator for the Medical Laboratory Sciences Department. Ms. Anderson has 15 years experience as a registered Medical Technologist including 9 years as an instructor at the university level. She has served as academic advisor for numerous minority students, particularly hispanics. Most recently she developed and instituted the first accredited program in South Florida (one of less than 60 nationwide) to offer specialist training in Blood Banking to graduate Medical Technologists.

Awilda Haskins, M.S., RPT, Assistant Professor, Department of Physical Therapy will serve as academic advisor to the target population in the Physical Therapy Department. Ms. Haskins is of Puerto Rican descent and has had experience as the Spanish Program Coordinator of the EA/EO program in the USPHS Hospital, Staten Island. At Miami Dade Community College, her experience included counseling disadvantaged and minority students and membership on the Financial Aid Committee at the Medical Center Campus. She was also advisor o the Student Government Association. At this University, Ms. Haskins counsels students including disadvantaged and minority applicants to the Physical Therapy Program.

Susan Kaplan, M.S., OTR, will be responsible for academic counseling of Occupational Therapy applicants and students in this project. Ms. Kaplan's experiencein occupational therapy include both academic and clinical teaching. She is currently a doctoral student in Educational Research at the University of Miami. She brings to the project her expertise and interest in counseling minority students.

Community Mentors

Each department will identify individuals to serve as mentors for students in the target population. The mentors will be selected from within the local professional community. The University has contractual agreements with over 100 local centers that provide clinical training for students. Mentors will be utilized at centers where contractual agreements occur. Every attempt will be made to find placements for students at centers geographically close and with mentors of the same race or ethnic category. Letters of cooperation from professionals interested in affiliating with F.I.U on this project are in the Appendix.

c. Selection of Students - In the project Summary Implementation Plan, activities designed for recruitment, preliminary education, facilitating entry and retention are outlines.

Recruitment

Targeted students will include hispanic and black adolescents in junior and senior high schools in Dade County, Florida. Anticipated contacts: 2,000 students per year

Preliminary Education and Facilitating Entry

Hispanic and black students selected through the PIP, VIP, FIU Lower Division Programs and transfer students from Miami Dade Community College.

PIP - black high school beginning seniors

VIP - black and hispanic high school beginning seniors

We anticipate enrollment of 20 students 1986; 25-30 1987-88.

Retention

Hispanic and black students who have been accepted in one of the School of Health Sciences Programs are candidates for retention activities. We anticipate enrollment of 13-18 blacks and 26-31 hispanics each year in these activities.

Admission Requirements

1. Completion of 60 semester hours and individual program prerequisites.
2. Meet minimal GPA (See Appendix for program requirements)
3. Meet admission deadlines with completed program applications.

d. Participation by Department.

The following table summarizes each Health Science program's involvement in the proposed project.

	Recruitment	Preliminary Education	Facilitating Entry	Retention
Dietetics	X	X	X	X
Medical Technology	X	X	X	X
Occupational Therapy	X	X	X	X
Physical Therapy	X	X	X	

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II. Staffing

A. Personnel

1. Susan P. Himburg, Ph.D., R.D.
Primary Program Co-Director
(10% release time)

2. Reba L. Anderson, Ph.D., OTR
Program Co-Director
(10% in-kind services to the program)

As Co-Directors, their major responsibilities entailed supervising the grant coordinator in the implementation and follow-through of the program's objectives; maintaining the fiscal budget for the grant; and incorporating progress report written by the coordinator into continuation applications.

3. Sherry Fletcher, R.D., M.P.H.
Grant Activities Coordinator
(100% time effort to the program)

As Activities Coordinator, she had responsibility for coordinating recruitment efforts in high schools and colleges; identifying and advising potential health sciences students at Miami Dade Community College; referring potential students to respective programs (Dietetics and Nutrition, Medical Laboratory Sciences, Occupational Therapy, and Physical Therapy); assisting minority students enrolled in the health sciences programs and referral of these students to retention/support programs; developing measurement instruments for program evaluation; developing materials for structured programs; and carrying out other tasks pertinent to accomplishing project objectives.

4. Toshiko Sawada, Grant Secretary
(33% time effort to the project)

Duties include providing secretarial support to the grant coordinator and faculty. She maintained the computer tracking system for students involved in structured and unstructured programs and assisted in all mail recruitment efforts.

5. Department Faculty
(10% in-Kind)

Three faculty members of the F.I.U. School of Health Sciences were involved in the development of the summer orientation program and the Perspectives of the Health Sciences Professions course. They participated in HSRRP's advisory board and recruitment and retention activities. The departmental representatives were:

Barbara Anderson, M.S., MT(ASCP) SBB
Assistant Professor, Medical Laboratory Sciences

Ann Dikerson, M.A., OTR
Assistant Professor, Occupational Therapy

Awilda Haskins, M.S., RPT
Chair, Physical Therapy

Susan P. Himburg, Ph.D., R.D., Primary Program Co-Director, Associate Professor, Dietetics and Nutrition; served as the departmental representative for the Dietetics and Nutrition Department.

B. Consultants

1. Rozalia Davis, Associate Director
Minority Student Services and Retention

Mrs. Davis's expertise in the areas of counseling and retention were utilized during the summer orientation program for newly admitted health sciences students. She conducted a one day workshop entitled "Life Skills Enrichment Series". The workshop encompassed value clarification and priority setting time management, goal setting and achieving, the self-concept, motivation and problem solving.

3. Student Tutors

A pool of tutors was identified for both the professional and pre-professional curricula. In some instances the tutors were advanced students and in other instances were outstanding peers enrolled in the same courses as the student needing assistance. The peer tutorial program served as one component of the retention phase of the project.

III. Training Activities

A. Program Description

The purpose of the Health Sciences Recruitment and Retention Program (HSRRP) is to increase the numbers of qualified Hispanic and black students applying to the health sciences programs and to admit and retain these students in the programs. The baccalaureate programs in the School of Health Sciences include Dietetics (Coordinated Undergraduate Program), Medical Technology, Occupational Therapy, and Physical Therapy. All are upper division (junior and senior) level majors. Methodology: 1) Recruitment component (funded 50% by the University) includes utilization of a slide tape presentation and brochures designed to attract Hispanic and black students; 2) Lower division summer preliminary education course designed to attract FIU, community college and pre-admission high school senior (PIP, VIP) minority students; 3) Tracking system with admissions counseling to facilitate entry of identified students; 4) Retention activities focused on summer pre-enrollment program (academic preparation and orientation component), peer counseling and tutoring, writing skill remediation, test taking skills (academic and comprehensive exams) and professional behavior development.

B. Project Objectives

The comprehensive set of objectives and implementation plan approved for this three year project appears in Table 1 in the preceeding section.

C. Project Implementation

The activities identified for each of the project objectives and the current status of the progress toward completing work on the objectives are listed in Table 1 of this text.

The total student population participating in various aspects of the project may be subclassified into four (4) groups: three (3) structured groups and one (1) unstructured group.

The first structured group consists of all the students who participated in the Summer Orientation Program. The second structured group consists of all the students who participated in the summer course "Perspectives of Health Science Professions". The third structured group encompasses the total population of minority students enrolled in one of the four professional curricula.

Unstructured:

All students who have expressed an interest in either of the four health professions covered by this project are tracked with the assistance of a data base program. A sample of the computer record of each such student appears in Appendix A on page 38 of this text. Currently students, ranging from high school juniors and seniors through the pre-professional college years are monitored by this system. The records hold information regarding the students participation in project sponsored programs and advisement sessions.

Students from the previous year's activities were contacted via the mail and through telephoning. Students were asked whether they still had an interest in the health sciences. The interested students were asked what assistance they needed and appropriate information was provided. These students were retained on the tracking system while those who stated that they were no longer interested in the program were deleted.

The faculty, project staff and minority alumni engaged in a variety of activities that contributed to the recruitment of the students who have been targeted for this project. The basic goals were to inform this population of the viable career opportunities within the health professions and to provide professional minority role models. A list of the major recruitment activities can be found in Table 2. For reporting purposes for Division of Disadvantaged Assistance, HCOP, Table 3 reflects recruitment tracking for high school seniors and above.

These activities were designed to increase the qualified applicant pool of Hispanic and black students to the health sciences programs at F.I.U.

Table 2

List of Major Recruitment Activities/Unstructured Program

Date	Activity	Location	Audience
11/12/87	Recruitment	Miami Dade Community College	200 students
11/17/87	Recruitment Presentation	Miami Springs Sr. High School	67 students
11/18/87	Recruitment Presentation	Miami Coral Park Sr. High School	22 students
11/23/87	Recruitment Presentation	Miami Central Sr. High School	37 students
12/10/87	Recruitment Presentation	Lourdes Academy	13 students
12/14/87	Recruitment Presentation	Southridge	31 students
1/11/88	Recruitment Presentation	Miami Northwestern Sr. High School	61 students
1/11/88	Recruitment Presentation	Miami Carol Sr. High School	300 students
1/13/88	Recruitment Presentation	American Sr. High School	22 students
1/20/88	Recruitment Presentation	Dillard Sr. High School	39 students
1/21/88	Recruitment Presentation	Miami Edison Sr. High School	6 students
2/02/88	Recruitment	Stranaham High School	1200 students
2/10/88	Recruitment Presentation	Miami Jackson Sr. High School	91 students
2/12/88	Recruitment Presentation	Miami Norland Sr. High School	156 students

TABLE 2

List of Major Recruitment Activities/Unstructured Program (cont.)

Date	Activity	Location	Audience
2/17/88	Focus on Health Sciences	Miami Northwestern Sr. High School	3 students
2/18/88	Recruitment Presentation	Coral Gables Sr. High School	42 students
2/23/88	Recruitment Presentation	Miami Northwestern Sr. High School	9 students
3/10-11/88	College Fair	Radison Expo Center	600 students
3/12/88	College Fair	F.I.U. North Campus	300 students
3/16/88	Presentation	Allpattah Jr. High School	100 students
3/22/88	Focus on Health Sciences	Miami Northwestern Sr. High School	3 students
3/24/88	Recruitment	Miami Dade Community College - South	200 students
4/14/88	Presentation	Rockway Jr. High School	112 students
5/04/88	Recruitment Presentation	Glade Central	1200 students

Structured: Summer Orientation/Enrichment Program (Retention)

A five session orientation/workshop was offered during the month of May. These sessions acquainted the students with their programs and the university community. Also, these students were introduced to medical terminology. Students in the dietetics and nutrition, occupational and physical programs were shown how to "SOAP" which is used by medical professions in charting a patient's medical progress while medical laboratory sciences students were instructed on how to draw blood.

Eleven Hispanic students, twenty five white students, eight black students, and two international students, participated in this five session structured program. (nine dietetic and nutrition students, ten medical laboratory science student, thirteen occupational therapy students and fifteen physical therapy students.)

These students also participated in a specific subject matter enrichment component program (May 7, 1988 to August 12,1988):

Dietetics and Nutrition - Orientation to Clinical Dietetics
Includes survey of basic nutrition principles and concepts, clinical site visits, and "Shadowing a Professional".

Medical Laboratory Sciences - Introduction to Medical Technology
Introduction to the profession of medical technology, history, ethics and employment opportunities. Instruction in blood collection techniques. Certification and licensure requirements.

Physical Therapy - Gross Anatomy
Structure and function of various tissues, organs and organ systems of the human body. Peer tutors were assigned to these students for discussion and review sessions.

Structured: Course - "Perspectives of the Health Science Professions" (Preliminary Education/Facilitate Entry)

This course was offered from June 29-August 12, 1988. The course serves to introduce students to the health sciences as a dynamic and challenging profession.

The curriculum provided hands-on experience in the four health professions covered by this project while combining the study of medical and scientific concepts with current treatment techniques for such diseases and dysfunctions as cardiovascular disease, diabetes mellitus, developmental programs, etc.

Fifteen students participated in this course: five Hispanic students, seven black students, one white student, and two Asian students. Students' success was evaluated by quizzes, mid-term and final exams, written and oral reports. Course evaluations were given to determine future needs of the course.

The participants in the course were sponsored by various programs. They were the Partners in Progress Program (P.I.P.), the Vested Interest Program (V.I.P.) and the Health Sciences Recruitment and Retention Program (HSRRP) Scholars. The HSRRP Scholars were selected from students who expressed an interest in the Health Sciences from recruitment visits. The funds for the HSRRP scholarships were obtained from various community donors. The donors were honored for their participation at an award ceremony on August 11, 1988. At the ceremony, students presented group seminars on various diseases from the perspective of treatment of a dietitian, medical technologist, occupational and physical therapist. (Ceremony sponsored by private funds)

Structured: Program Enrollment (Retention)

Once a student is admitted to one of the four health science programs covered by this project they can then utilize the services provided by the project and other existing support systems to facilitate their retention in the training program.

The enrollment data for the three years of the project can be summarized as follows:

1. Black Enrollment

   1986 (9) 1987 (12) 1988 (16)

2. Hispanic enrollment

   1986 (62) 1987 (70) 1988 (78)

IV. Program Evaluation

The evaluation techniques provide both quantitative and qualitative data. The objective stated for recruitment for the 1985-88 project was:

"To double the number of qualified black applicants and to increase the number of qualified Hispanic applicants by 30%."

Table 3, Number of Qualified Applicants shows that from 1985 the numbers have increased. The black applicants in 1988 were twelve, up from two in 1985, an increase that meets the objective as stated. The Hispanic applicants have also increased but only by 20%. This is mainly due to the drop in enrollment in the Medical Laboratory Sciences program due to the public health concern about AIDS.

Table 4 lists the recruitment contacts. It appears that the Health Sciences recruitment has had some impact and will increase as a route for entry into the programs.

A. Recruitment Evaluation:

Table 3. Number of Qualified Applicants

	Total Applicants				Qualified: Hispanic				Qualified: Black			
	1985	86	87	88	1985	86	87	88	1985	86	87	88
Dietetics and Nutrition	30	35	30	22	5	4	6	2	0	1	2	2
Medical Laboratory Sciences	30	35	29	31	18	14	17	12	0	1	2	6
Occupational Therapy	71	92	100	93	10	9	14	27	2	2	2	2
Physical Therapy	129	166	170	138	18	20	11	20	0	2	2	2
TOTAL	260	323	329	284	51	47	48	61	2	6	8	12

Table 4 Recruitment Contacts*

Recruitment Period: October 1, 1987 - August 31, 1988

Institution/School Visited	Number of Students Contacted Black	Hispanic
Miami Dade Community Colleges:		
North Campus	150	50
South Campus	40	160
Rockway Junior High School		100
Dillard High School	34	
Miami Jackson Senior High	49	33
Miami Carol City Senior High	250	50
Miami Edison Senior High	6	
American High School	15	3
College Awareness Program (BVC - F.I.U.)	100	50
Miami Northwestern Senior High	74	
Miami Southridge	7	6
Miami Norland Senior	164	5
Miami Central Senior High	33	2
Miami Coral Park Senior High		16
Coral Gables Senior High	3	22
Miami Springs Senior High	8	26
Lourdes		13
Radison	150	100
Glade Central	460	240
Career Fair	150	50
Allpattah	50	25
Totals	1743	951

*Numbers depict <u>total</u> recruitment audience, including those who expressed a specific interest in the program and were monitored by the project tracking system.

B. Retention Evaluation

The retention objectives were not only directed toward reducing attrition, but also toward raising the class standing of Hispanic and black students.

The objective was as follows: "To provide retention services to marginally admitted students in order to obtain 85% retention."

The retention data were calculated for each program and range from 100% in Dietetics to 89% in Medical Lab Sciences. A discussion of problems in each discipline follows:

The total retention for all programs was 76 of 81 or an 94% retention rate. The objective was met.

There were a total of four Hispanic students, two black and two Asians who withdrew from the programs. Two Hispanic students in the medical laboratory sciences withdrew from the program due to the fact that they changed their career goals. One student decided to pursue a teaching career while the other student decided to return to her former major which was chemistry. One Hispanic student applied and was admitted to the program but never began classes. Two Asian students were dismissed from the medical laboratory sciences due to poor grades. One student did receive tutoring from the program but still was unable to pass her classes. There were two black students dismissed from the occupational therapy program. One student was dismissed from the program due to poor grades while another student was dismissed from the university since she had not met a state requirement of passing the College Level Academic Skills Test.

All students enrolled in the structured program are monitored by a computer tracking system. Their major, demographic data, participation in retention services was recorded, as well as, advisor and GPA.

V. Report Summary

1. Recruitment

   a. The slide tape production prepared in year one was fully utilized and well received by target audiences. Two black professionals, one Hispanic and one white were featured. Numerous slides of other minority and non-minority health professionals appear in the presentation. The presentation was shown to approximately 2600 students in 1987-1988.

2. Preliminary Education/Facilitative Entry

   a. Enrollment in the Perspectives of the Health Sciences Professions course included students from the target population from PIP, VIP, and recruitment visits.

   b. One Hispanic student from the Perspectives of the Health Science Professions 1986 class has been admitted to the Medical Laboratory Science program. Another Hispanic student who has participated in the program is currently working on prerequisites for admission to the physical therapy program in the Fall of 1989.

   c. The project faculty continues to be optimistic about the future impact of the course in increasing the applicant pool for health science programs.

3. Other Project Outcomes

   a. Maintained minority enrollment of Hispanic students in health sciences programs. Increased black enrollment in dietetics and physical therapy.

   b. Met the retention goal of 85% for minority students currently enrolled in the health sciences programs.

Plans of Emphasis for 1988-89

Although the Health Sciences Recruitment and Retention Program did not receive funding for the 1988-91 funding cycle the activities of the program will continue through the support of the university for 1988-89. As of September 28, 1988 the School of Health Sciences became the College of Health.

1. The Activities Coordinator (Sherry Fletcher) salary has been picked up by the University for the 1988-89 academic school year. The Activities Coordinator will become the recruiter for the College of Health and her duties will include assisting Dr. Susan P. Himburg former HSRRP Project Director in reapplying for funding from the Health Careers Opportunity Program, recruiting students for the College of Health and preparing for the College's summer seminar and Perspectives of the Health Science Professions for high school students.

2. Provide tutorial services for students through volunteer efforts. The programs which had previously participated in the HSRRP, dietetics and nutrition, medical laboratory sciences, occupational and physical therapy, will identify and assisted minority students who are having academic difficulty in their courses during the 1988-89 school year.

3. The College of Health faculty will still prepare and present the Perspectives of the Health Sciences Profession course for high school students. If additional funds are available a limited version of the summer seminar will also be offered. Also, the department will encourage newly admitted juniors to attend and participate in the College of Health summer seminar activities if they are scheduled.

4. The College of Health faculty and Ms. Fletcher, the college's recruiter, will provide counseling and other important information to minority lower division F.I.U. and junior college students who are pursuing admissions to the programs which have previously participated in Health Careers Opportunity Program activities.